

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



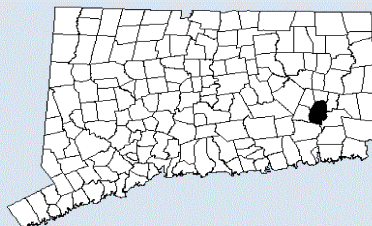
Norwich School District

Kristen Stringfellow, Superintendent • 860-823-4200 • <http://www.norwichpublicschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	18
Enrollment	3,588
Per Pupil Expenditures ¹	\$17,494
Total Expenditures ¹	\$96,442,036

¹ Expenditure data reflect the 2018-19 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,862	51.9	51.6
American Indian or Alaska Native	18	0.5	0.3
Asian	230	6.4	5.2
Black or African American	663	18.5	12.7
Hispanic or Latino of any race	1,238	34.5	26.9
Native Hawaiian or Other Pacific Islander	13	0.4	0.1
Two or More Races	363	10.1	3.8
White	1,063	29.6	51.1
English Learners	641	17.9	8.3
Eligible for Free or Reduced-Price Meals	2,416	67.3	43.3
Students with Disabilities ³	695	19.4	16.0

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	187	11.8	58	3.2
Male	255	14.9	131	6.6
Black or African American	60	10.0	48	6.8
Hispanic or Latino of any race	178	15.3	65	4.9
White	140	14.5	42	3.7
English Learners	77	11.6	35	5.0
Eligible for Free or Reduced-Price Meals	311	14.5	140	5.7
Students with Disabilities	145	23.3	45	5.6
District	442	13.4	189	5.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 548

Number of school-based arrests: Fewer than 6

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	210.0
Paraprofessional Instructional Assistants	79.0
Special Education	
Teachers and Instructors	44.0
Paraprofessional Instructional Assistants	127.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	13.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	25.4
Counselors, Social Workers and School Psychologists	25.0
School Nurses	12.5
Other Staff Providing Non-Instructional Services/Support	214.3

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	6	1.8	1.2
Black or African American	5	1.5	4.0
Hispanic or Latino of any race	2	0.6	4.1
Native Hawaiian or Other Pacific Islander	1	0.3	0.1
Two or More Races	1	0.3	0.1
White	314	95.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	*	9	*
Hispanic or Latino of any race	*	*	*	*
White	*	*	18	78.3
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	*	*	7	*
Students with Disabilities	10	*	*	*
District	10	*	35	76.1
State		75.8		84.8

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	42	29.4
Emotional Disturbance	31	30.4
Intellectual Disability	11	24.4
Learning Disability	233	76.4
Other Health Impairment	117	61.9
Other Disabilities	6	16.7
Speech/Language Impairment	80	93.0
District	520	57.4
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	156	2.8	2.0
Emotional Disturbance	102	1.8	1.1
Intellectual Disability	45	0.8	0.5
Learning Disability	305	5.5	5.7
Other Health Impairment	192	3.5	3.3
Other Disabilities	69	1.2	1.1
Speech/Language Impairment	108	2.0	1.8
All Disabilities	977	17.7	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	335	34.3	8.2
Private Schools or Other Settings	109	11.2	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$74,808,781	\$13,570	\$10,923
Support services - students	\$4,168,887	\$1,187	\$1,277
Support services - instruction	\$100,928	\$29	\$682
Support services - general administration	\$847,356	\$241	\$467
Support services - school based administration	\$2,507,515	\$714	\$1,021
Central and other support services	\$929,269	\$265	\$679
Operation and maintenance of plant	\$4,270,648	\$1,216	\$1,718
Student transportation services	\$8,331,284	\$1,342	\$1,288
Food services	.	.	\$12
Enterprise operations	\$477,369	\$136	\$163
Minor school construction	.	.	\$59
Total	\$96,442,036	\$17,494	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$5,505,378	16.8	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$2,930,472	9.0	11.1
Employee Benefits	\$1,500,152	4.6	13.0
Purchased Services Other Than Transportation	\$1,298,961	4.0	5.7
Special Education Tuition	\$17,152,537	52.4	22.5
Supplies	\$135,543	0.4	0.6
Property Services	\$29,805	0.1	0.3
Purchased Services For Transportation	\$4,138,790	12.7	8.0
Equipment	\$17,764	0.1	0.2
All Other Expenditures	\$40	0.0	0.1
Total	\$32,709,443	100.0	100.0
Percent of Total Expenditures Used for Special Education		33.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	47.8
State	44.4
Federal	6.9
Tuition & Other	0.8

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	N/A	N/A
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	N/A	N/A
Students with Disabilities	N/A	N/A
District	N/A	N/A
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	*	*
Male	*	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	*	*
State	71.8	87.6

³ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁴ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	69.5%	100%	60.4%
	Oral	64.2%	100%	57.6%
Chronic Absenteeism	All Students	13.4%	<=5%	12.2%
	High Needs Students	15.1%	<=5%	18.0%
Preparation for CCR	% Taking Courses	76.3%	75%	80.4%
On-track to High School Graduation		84.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		36.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

Norwich Public Schools (NPS) is home to seven elementary schools, two middle schools, two preschools, and two family resource centers. During the 2019-2020 school year, the district continued several district improvement efforts including improvement of academic programs, special education programs, truancy prevention, and parental outreach efforts.

Improving Academic Programs: During the 2019-2020 school year, the district leaders were introduced to Instructional Rounds and effectively implemented this informative practice in four of our schools before we moved into remote learning. Increasing the depth of knowledge in both ELA and Math became the focus of the work for the remainder of the year. Additionally, educators quickly became proficient at delivering instruction and assessing learning in a remote instructional environment. We are continuing to develop tasks that are rigorous and accessible to all learners.

Improving Special Education Programs: During the 2019-2020 school year the district focused on Tier 1 instruction that is scaffolded and differentiated for all learners. Providing the least restrictive environment for our special needs students was a priority. An in-district program was developed by our Behavior Specialist and Behavior Analyst to support bringing students in district who were in out of district placements. A successful transition plan was created for each of the students and scheduled time for socialization with their peers was incorporated. Moving forward, the goal is for students to spend more of their day learning with their age appropriate peers based on individual needs.

Truancy Prevention: NPS continues regular communication with staff throughout the year to review attendance procedures and policies, goal setting and review of progress related to school attendance. Consistent communication letters to families were developed so the same message is sent out to parents at all schools. Daily phone contact was made with each family of an absent child, by 10am each day, especially when the parent had not phoned in a message as to the child's absence. Home visits and school meetings were utilized as needed, and in compliance with the state truancy laws. Each school held an attendance meeting every two weeks where teams reviewed students identified as chronically absent, and developed next steps related to individualized outreach to families, and discussed school-wide messaging and incentive plans.

Engaging Families in Student Learning: A variety of family engagement offerings were completed during the first half of the school year. These family engagement opportunities included health and wellness, ways to support students with their academics, and climate related activities. During remote learning, families learned about Google Classroom and all teachers used this platform to communicate with their families. In addition, families were provided with tutorials of how to access different platforms within the Google Classroom to successfully support their children. We also conducted several surveys over the course of remote learning. The data gathered from families assisted us with creating the three different models of learning for this year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Norwich Public Schools is home to two intra-district magnet elementary schools: one which focuses on environmental education and the other focuses on technology and the arts. In conjunction with the elementary offerings, our two magnet middle schools provide opportunities for students in the areas of STEAM and Global Studies. Student recruitment efforts at all magnet schools are intended to reduce racial, ethnic and socio-economic isolation. Within the community of Norwich, parents have school choice for their children. Besides the four intra-district magnet schools, parents can opt to send their child to magnet schools in the city of New London or to one of the LEARN sponsored magnet schools in the region. In conjunction with our magnet school offerings, a high leverage Equity Policy has been approved by the Norwich BOE, an Equity Committee has been formed, and a plan is being developed to ensure all students are being provided an equitable education.

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Equitable Allocation of Resources among District Schools

The district ensures instructional supply budgets are distributed on a per pupil basis. Student needs are met through a variety of state, federal, and local funding sources to enhance the general fund offerings. Norwich Public Schools relies heavily on state and federal grants to support initiatives and District Improvement Goals. The additional funding sources often require an analysis of student need including free/reduced lunch status, or number of ELs and/or special education students. School enrollment and student need are both considered to ensure an equitable distribution of funds.

Note: The Profile and Performance Reports (PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.